

MAR 16 1949

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CAMPING MAGAZINE

OFFICIAL PUBLICATION - AMERICAN CAMPING ASSOCIATION

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Creative Writing at Camp •
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March, 1949



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JOHN SEXTON & CO., 1949

Encourage Creative Writing in Camp

By Elizabeth C. Cumming

I AM NEVER SURE I know the whole meaning of the phrase "creative approach," but I think it has something to do with the answer given by Professor Cizek of the Vienna School of Arts and Crafts to some inquirers, delighted and amazed by the beauty and individuality of the paintings done by the children in his classes. It is quoted thus in the pamphlet descriptive of his work, "The Child as Artist:"

"How do you do it?" we asked at last, when we had looked at some hundreds of the productions of Professor Cizek's pupils, each more delightful and original than the last.

"But I don't do it," he protested with a kind of weary pity for our lack of understanding. "I take off the lid, and other art masters clap the lid on — that is the only difference."

What, then, is this lid which often stifles the natural creativity of children? Hughes Mearns must have been referring to the same thing when, in discussing the exciting writing which his young pupils did at the Lincoln School, Columbia University. "Children are in the main still artists," he said, "while adults have too often ceased to be."

Is it true that it is such a natural delight to most children to express their discoveries, feelings and thoughts in words that this is a good activity for the free, happy world of camp? I had to find out the answer to that question for myself; so I sat down in a field and invited the campers to come and write. By the time about two-thirds of the camp had come, had written, and had apparently greatly enjoyed the process, I felt that I knew the answer was yes. Then, one day, a seven-year old boy settled the matter for me. He had a round head and very blue eyes, not at all an "arty" child, but an outdoorsy person well liked by campers and counselors. He settled down comfortably beside me and began to tell me what was in his head. As he talked, I wrote; and as the natural rhythm of what he was saying made itself apparent, I began to write in lines. This is what he said:

"I hear echoes when I walk around hiking.
All the pretty voices I hear in places I go."



I FOUND A LITTLE RED LIZARD

I see all the pretty flowers around the lake, in the forest, and on the mountain sides.

You have a good time at camp.
I wish I could stay at camp a long time.

And see all the pretty trees around
with pretty leaves on them,
And see the tadpoles in the lake.

If it is true, then, that it is a natural and happy activity for children to ex-

press themselves in words, why is so little creative writing done in schools, homes and camps. Here we are back to Professor Cizek's "lid." Perhaps now we can begin to see what it is that usually clamps down to prevent free expression.

I think it is a combination of mechanical difficulty (with the little ones the process of handwriting and spelling, with the older ones the requirements of good form); lack of appreciation of their efforts and of the encouraging word at the right time; of haste, which keeps the surrounding grown-ups and even the children themselves, constantly busy; coercion, which has spoiled some children's pleasure in writing; and especially self-consciousness, that fear of comparison with others and of ridicule which early teaches a child to keep his thoughts and feelings hidden.

My method of inducing creative writing in camp has been evolved entirely in the hope of removing this lid. My equipment is simple. It consists of an ancient, weather-beaten poncho, placed in a sunny corner of the green from which I have a beautiful view of lake and mountains, and near which campers are constantly passing. My other "properties" consist of a number of ten-cent-store notebooks, filled with lined paper; a box of many alluringly sharp pencils; a few copies of camp newspapers of former years, to show what other children have done; and one or two picture books, for restless listeners, or those who, arriving with a burning desire to compose, find when they get there that they have nothing to say.

The children know me already as the lady who reads at Story Hour, and tells at Campfire, the stories which they love. Their desire to write has been stimulated by the announcement that they may make a newspaper (with us a mimeographed pamphlet which can obtain any kind of original writing) to take home with them to help them remember camp, and that parents and friends will be happy to find their name therein. They have also had a chance to see the beautiful scrapbooks in which the best writings and sketches of former years are treasured. And when, from day to day, a jolly story, a vivid description or a lovely poem "happens," we share it with the camp, just as the craft counselor shows a well-

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made basket or the nature counselor an exciting discovery of insect or flower.

Thus equipped and introduced, we are prepared to have a pleasant time on my poncho even before the process of composition begins. The process itself, however, must also be fun. To that end I much prefer to work with my writers one by one. A quiet listener or two is sometimes quite acceptable, and I can well imagine that, for older children, a group discussion might be stimulating. But with the younger ones, who have still their confidence to find in this field, I have not much use for groups.

Here comes a lively boy.

"Would you like to have something of yours in our newspaper?"

"Yes, I would; but I don't know what I'd write about. I can't write anything fancy, like those poems."

"That's all right; I need lots of good articles just telling what we do at camp. What do you like best to do?"

"Oh, gee, I like riding! Gee, it's wonderful!"

"Which is your favorite horse?"

"It's Brownie, the great big tall one. I think horses are very handsome; they look so proud, don't you think so?"

"Indeed I do! That's just how they look! And that's a good way to begin your article. See, I've written it already in this notebook; 'I think horses are very handsome; they look so proud.'"

"Gee! Will you write it for me?"

"I'll write down what you say, if it's easier that way, but every one of the words and thoughts must be your own. Now go on and tell me what comes next. What do you do at riding? How does it feel way up on that horse?"

Soon our article is complete, the thrill of a first riding experience is recorded, and a boy departs, surprised that he feels so happy and that writing has been such fun.

Dear me! Here comes that redhead who has been giving so much trouble in her cabin! On everybody's toes, and never where she should be when she should be. Will she have anything to say?

"Would you like to write something? To tell me about a hike you took, or perhaps about the circus?"

"Oh, no! Nothing about things like that! But — I could tell you a story."

"Go ahead! I'd love to have a story, if you made it up out of your very own head."

"Oh, I did! It's called 'The Lonely Pinetree.'"

Then follows, as fast as I can get it down, a delightful yarn about a bored pinetree, who begged a pair of feet from the fairies and hiked to the edge of another wood, where he fell in love with a mortal maiden whose cottage he shaded, and finally managed to become a prince to marry her. I will read this at Campfire tonight; the children will love it, and

will show that they do; my redhead will stand before the group in a successful light, and perhaps her personal life will run a little more smoothly tomorrow. It has happened!

Starlight is twinkly and
In the moon's care.
Firelight is red,
With rosy glow,
Warm and comforting,
Till morn's winds softly blow."



THE TURTLE LOOKED RIGHT AT ME!

My next visitor is a rather breathless little girl who seems to have to gather up all her courage before she confides, "I want to write a poem."

"That's fine," I encourage her.

"But I don't know how you start! Do I have to think of a lot of words that rhyme?"

"No, many lovely poems don't rhyme at all. What you have to do is to think hard about something you love very much, and then tell me how it looks or sounds."

"It's the mountain water! I do love it! But I don't know what to say about it."

"What is it like?"

"It is clean and clear."

"Al right, now we have our first line: 'The mountain water is clean and clear.' Now tell me, what does it do? How does it go? What does it sound like?" Thus, in a few minutes of friendly question and answer, of trying and changing, of reading aloud and listening and rereading, we have the little poem complete.

"The mountain water is clean and clear;
It runs along at a rapid pace,
And rushes over the water wheel;
It runs over the stones,
And makes little rapids.
It sounds like someone singing a lullaby
To me at night."

Older or more advanced children want to do the actual writing themselves. They may have a notebook, and sit to write on a nearby boulder within hailing distance for consultation. Often a sheet of paper is quietly slipped into my lap, and I find that a chief treasure has been made in secret. For example:

"Daylight is a maiden
Brilliant and fair;
Twilight is a damsel with
Nut brown hair."

When, by this pleasant process, our "lid" has been largely removed, and a considerable portion of the camp has found out that here expression in words is fun, creative writing can be interwoven with the camp program in a great many delightful ways. As I have suggested, personality development can often be helped by this kind of release and success. Special writing projects, such as character sketches, can be tried with a group of more gifted children, and the pleasure of an increasing skill enjoyed. Campers can be trained in the writing down of ideas and ideals, and from this source can come the children's own talks and prayers for the Sunday worship service. Their readiness to make these is always wonderful to me.

I remember one group, planning a service, which chose friendship for a general subject. One boy volunteered to make a talk on "How to be Friends." Then a smaller boy said, "I shall make a talk too, on 'How to be Friends with Animals.' It is very important." And then a still smaller hand was waving in the air, and its owner stated firmly, "And I also shall make a talk on 'How to be Friends with Birds and Plants.' Much too many people plant plants and then forget to be friends with them!" So that Sunday we had three sermons, carefully written out and read to the camp.

Coordination of writing with other arts is also a happy result of wide-spread freedom of expression. Pictures of the sketching group can illustrate our poems, and vice versa, in permanent scrapbooks. Creative writers can extemporize delightful lines in impromptu plays, or write their own script for a dramatization of some beloved story. One year an imaginative dancing counselor helped her class to interpret some of our poems in dance, and I shall never forget the face of one little boy who saw his poem so presented.

Creative writing at camp can be both delightful and abundant. If it is fostered in these ways, the results for the children can be rich ones. Included are increasing happiness in the possession of a skill; release from tension and frustration; sharpening of sight and hearing, of thought and of awareness. And especially that confirmation of personality which comes from the knowledge that I am I, that these are my feelings and my thoughts, that I have dared to bring them out from within me, and that they have been appreciated and understood, and I am content.

From a speech before the Southeastern Section Conference, ACA, 1948.

Minneapolis Convention First of '49 Regionals

Annual ACA Board of Directors meeting elects new officers

By Howard P. Galloway

THE FIRST ACA regional convention in the 1949 series, held February 1-4 in Minneapolis, drew a large and enthusiastic crowd of camping people to the Twin Cities. Combining as it did not only the regional meeting but also a meeting of the ACA Executive Committee and the annual meeting of the Board of Directors, the Minnesota conference was attended by a representative group of camping leaders from nearly every state in the Union and from Canada.

One of the important items of business transacted by the Section representatives was election of two new officers of ACA for the next two years. They are: President Reynold E. Carlson, and Secretary Catherine T. Hammett. Naming of a new vice-president from among organizational camp interests was also called for, and this honor went to George F. Miller. Officers whose term of office does not expire until next year include Kathryn Curtis, vice-president, chosen from among private camps, and Charles Desser, treasurer.

The new ACA president has long been active in camping and recreation. Over the years he has visited every state in the Union in the interest of nature, outdoor recreation and camping. He has been an active member of ACA, a member of the Association's national executive committee and a member of the Indiana Section board of directors. Ray lives in Bloomington, Ind., where he is assistant professor of recreation at Indiana University.

The new Association secretary, Kit Hammett, has been a member of ACA for more than 12 years, and has served the organization in many capacities, both locally and nationally. At present, and for some years, she has been director of the camping division of National Girl Scout Headquarters. Shortly she is planning to enter into the private camp field, with major emphasis at her camp on training of more and better camp leadership.

Financial Situation

Another major piece of business on the agenda for the Board was adoption of a financial budget for ACA for 1949. After considerable discussion centering around the needs of an expanding camping movement for greater service by ACA to both members and the public, the board adopted an expense budget amounting to \$38,200. It was pointed out by the Finance Committee and



Left to Right: Reynold Carlson, Pres. ACA; Lyndon Cedarblade, Minn. Section Pres.; Luther W. Youngdahl, Gov. of Minn.

Treasurer that this amount is some \$7,000 more than likely to be produced from normal revenue sources such as membership dues and the like. Yet, it was felt, ACA could not do the job it should do for its members if the expense budget were cut. Therefore it was decided to pass the budget, with the urgent request that all association members promptly contact their Section treasurers and upgrade their memberships if they are not now in the membership category in which they belong (see accompanying chart). A second urgent request in connection with the budget is that all Sections share as generously as possible, with National, proceeds of any

conventions, conferences, meetings and other sources of revenue which they may have.

The proposed revised constitution for ACA, as published in the December CAMPING MAGAZINE, was ratified by the Sections. The new constitution is the result of considerable thought and work by the committee appointed for the purpose, changes made being designed to make possible more effective and democratic operation of the Association.

First speaker of the convention was Minnesota's Governor Luther W. Youngdahl, who spoke on "A Governor Looks at Camping." The governor spoke not

(Continued on page 28)

ACA Membership Classifications

Contributing

For those individuals and organizations who wish to give to the Association meritorious financial support for commercial firms and individuals serving the camping field for profit.

Sustaining

For those individuals and organizations who wish to give the Association financial support beyond the standard classifications; for national agencies interested in the camping field.

Camp (Group 1)

Dues \$25.00
For all camps operated for profit; for all non-profit camps of 800 or more camper weeks or whose gross income is \$12,000 or more; for other camps desiring membership in this group.

Camp (Group 2)

Dues \$15.00
For non-profit camps of 400 camper weeks, or the equivalent, or whose gross income is \$6,000 or more.

Camp (Group 3)

Dues \$10.00
For all other non-profit camps, whose attendance is less than 400 camper weeks or whose gross income is less than \$6,000.

Executive (Affil.)

Dues \$10.00
For individuals holding executive positions in camping, chairmen of Boards, representatives of local non-profit agencies, schools, associations and organizations interested in camping.

Individual

Dues \$5.00
For individuals interested in camping—staff personnel, counselors, board and committee persons, teachers and other allied professional people.

Student

Dues \$3.00
For student counselors and others interested in camp leadership who could be helped during a temporary training period by affiliation with the Association.

Riflery - A Truly American Sport

By Alfred Kamm

RIFLERY is one of the finest sports available to young and old. The activity is a "natural" in summer camps for both boys and girls. It has appeal, challenge, glamour and important educational benefits. In addition, from the point of view of the director, there is also the advantage of relatively low cost and ease of administration.

The big bugaboo about camp riflery, for some unknown reason, is the fear of accidents. How this got started is a mystery. No death or serious accident is known to have occurred on a camp rifle range in all the history of camp riflery. Some directors also say "The equipment is so expensive!" It need not be. All that is needed to start the activity in a camp is some common sense in making purchases and a little know-how on the subject.

In my opinion, the first step is to become affiliated with the National Rifle Association, Scott Circle, Washington, D. C. Then use them for all you are worth on all problems that stump you in the riflery program. They are ready, willing and eminently able to serve you. Get your affiliation completed by May 1 of each year.

The director's big job is to find a man, or if it's a girls' camp, a woman who knows riflery, can teach it to youngsters, is a good performer, gets along with young people and understands the values of summer camping for children. Contact local rifle clubs. The members may be able to suggest someone. Universities and colleges are promoting riflery more than ever. And there is always the N.R.A.

Avoid the militaristic, domineering type of instructor. He is no better on the range than in any other camp activity. He thinks too much of group obedience to the letter instead of total results and individual problems.

Above all, keep in mind that riflery is not taught the same way to youngsters as it is to instructors. It should not be taught the same way in summer camps as it is in military service. Avoid these forms of transplanting, if the riflery program is to do for the campers what it is supposed to do.

Have riflery taught to youngsters as it should be taught to them. Keep in mind the objectives you have for them.

Keep in mind what is known about their learning process, the principles that apply to teaching children, and the methodology that has proved successful with young people. Then the program cannot help but be successful for both children and director.

Now for the range, which is the next step. The N.R.A. has literature and consultants available to help on this problem. Shooting should be done toward the north, northeast or east, to avoid glare as much as possible. A hill is the best backstop, but the lack of one should by no means deter you from setting up a range, since there are good alternative setups.

Firing points should be five feet apart and each marked with a numbered stake. Shooters take their places to the right of these stakes. Stakes should be hard one by twos or two by fours. Creosote what part is underground. Put a V notch in the top of each stake, facing the shooter. Propping rifles against stakes keeps rifles off the ground. Enforce this — it protects rifles and saves cleaning.

Such stakes will also serve as rests for the little fellows or beginners who have trouble getting the hang of things. In other words, the rifle rests on the stake during the shooting. Why not? You don't throw the beginner into deep water, do you? By eliminating the problem of steadyng the rifle, the shooter can concentrate on trigger squeeze, sight picture, and breath-holding — the ABC's of shooting. After about 25 shots, a rifle rest should not be necessary.

Here are a few suggestions on firing points. If you have some spare canvas around, use it for shooters to lie on; they will pick up less dirt than when lying on bare ground. If there are some spare cot pads around, they might be even better because of the elbow protection provided.

For matches, have shooting coats available for all shooters. Such coats can be made inexpensively of old jackets by sewing sheepskin pads on the shoulders for the butt of the rifle and on the elbow. Check carefully to get pads in the right position.

A range house or shack about five by ten feet, placed near the center of the firing line and ten or twenty feet behind it, is recommended. This is not

a loafing place for those waiting their turn to shoot. It is a storage, repair and cleaning center. The shack should be so planned that there are racks for all rifles, shelves for supplies, places for tools, and room to wipe up rifles.

Target scoring and storing can also be done in the range house. The sides of the building — inside and out — can be used as bulletin boards for diagrams, posters, etc. Show the qualification certificates available from N.R.A., emblem awards, medals and scores required for each. A junior counselor or special-duty camper can help with the chores here. When not in use, the range house should certainly be locked.

The outside of rifles should be wiped carefully after each morning, afternoon and evening session. Sweat rusts metal. Wipe and check rifles after each session! But don't take time to clean rifle bores unless you know that dirt has gotten in there. The ammunition of today eliminates bore cleaning.

Tooth brushes are handy for use in cleaning sights and breech. A good, thin oil should be used. If rifles are to be idle for more than one or two days, use a rust inhibiting oil or grease.

Provide some shade on the range, if possible, especially for shooters. Sunshine is good but, like everything else it can be overdone. A covered firing point will not provide only shade, but protection in case of rain. If it is just a sprinkle, shooting can go on as usual.

There should be benches for spectators and those waiting their turn. Insist that the benches be used. The boys move up as their turn comes. No remaining around on the range.

Campers will also learn that unnecessary noise is undesirable because it distracts shooters. During the national summer-camp matches there should be no noise; even spectators should be eliminated, if possible; team members only. Shoot your matches under the best conditions you can obtain.

A range of 10 firing points should give 75 campers a good shooting program. This is a good handful for one man to handle with junior helpers and willing campers to assist with chores. Use experienced shooters to watch and give pointers to newer shooters. If a range has more than 10 points, an ex-

perienced assistant is needed to keep the program moving, in addition to the junior help. In such cases, let the assistant supervise the junior end of the range.

Targets used are the official single or five-bull Junior target for a distance of 50 feet. Measure it exactly — from the face of the target to the firing line. Rifles may extend over this line, but no part of the body may be over it during actual shooting. For beginners and first-timers, use the single bull target.

All kinds of ways can be figured out to hold up targets for shooters. A simple framework of one by two inch strips starting about 10 inches off the ground and extending upward about 18 inches to two feet, with a facing of Homasote or similar board, does very nicely. This type of facing stands the weather and is easy to tack to. The boards may have to be replaced once or twice during the season, depending on how much shooting campers do.

Names should go on targets before they are tacked up. No target should be scored without a name on it. Use a roll book to keep a record of the qualification targets completed by each shooter. Good record-keeping helps shooters follow their progress. Visible progress is a tonic that stimulates continued effort. In an eight week season, the average shooter should be able to move from promarksman to sharpshooter with comparative ease.

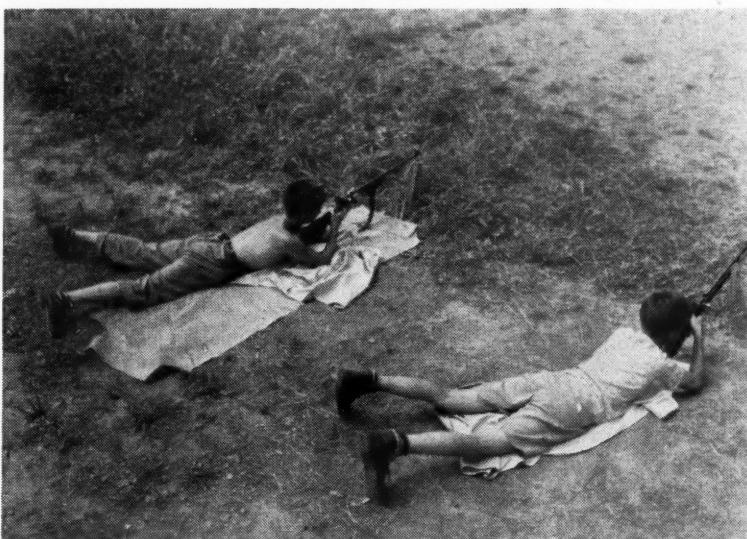
When you buy rifles, buy the best. Keep pump rifles off the range. If one gets into camp, lock it up. The trouble with them is the safety factor. Stick to the bolt-action gun. You can see when it is empty and on the average they are more accurate. If you feel short of money for rifles, buy fewer, not cheaper ones. Get a proportionate number of light rifles for the small campers.

A riflery program has been known to start with only one high-class rifle for about 50 boys. Figure about one rifle to 10 boys to get a rough estimate of how many guns are needed. This number will probably have to be increased as popularity grows and match competition gets keener. Camps should supply rifles, just as they supply other activity equipment. Provide as many firing points as there are rifles, until you get to 10.

Use well-known brands of .22 calibre ammunition. Special quality bullets recommended for long range match shooting are not necessary for shooting at 50 feet. In an eight-week season, 75 boys will shoot about 20,000 rounds (one shot is a round) of ammunition, if a good program is promoted, including shooting for qualification medals, camp championship medal, special individual and team matches, and of course the national summer-camp team and individual matches.



Range house serves as storage, cleaning and scoring center.



Spare canvas is used to protect shooters and guns from dirt.



Stakes act as gun rests and designate positions for shooters.

If possible, buy ammunition in case lots of 10,000; it is cheaper that way.

The trouble with some riflery programs is the quantity of lecturing and the lack of shooting. One learns to shoot by shooting. The appeal of riflery is in hitting the mark. Eliminate as much as possible and wise, lectures and nomenclature, technical data, preaching on how to shoot and the rules of safety. All this can be taught without dry lectures, as the campers shoot. Give the important facts first; save the rest for later. The youngsters will learn from the setup the procedures followed, and especially from the way the leader does things; how he handles a rifle, what safety rules he follows in actual practice for himself and for others.

Within a matter of minutes, after reporting to the range, campers should be shooting, no matter how green they may be. The kids want action. Does that mean take chances? Not at all. It means simply that you have a plan worked out for the smooth operation of the range. Get things moving along as soon as most of the group has arrived. If it is the opening day of the range, take a few minutes to explain the sights and the picture they should see as they line up on the bull. Then give pointers on safety and general procedure on the range. The following should certainly be mentioned:

1. Stay on the bench until told to put up a target for the next relay.
2. Always point rifles at targets.
3. Keep finger off trigger until ready to shoot.
4. Begin shooting when order is given to "Commence firing."
5. Stop shooting when the "Cease firing" order is given.

Here are some other pointers on range procedure. Have rifles out on stakes or similar holder, ready to use, before the group arrives. Distribute targets to shooters as they take places on the bench. As soon as preliminary instructions, if any, are over, have the first group go forward to put up targets. They should get back quickly and take their places on the firing line in a prone position, but keep hands off rifles until told to take them. If this is a new group, let them simulate firing two or three times by looking through the sights and pressing the trigger until it snaps. Use stakes as rests, if necessary. Never give out ammunition until shooting is to begin.

A lot of coaching can be done during the brief getting-ready period. Caution boys about squeezing trigger instead of snapping it. Check body position, elbows and legs. Forget slings until shooters have absorbed a little know-how. Give shooters help and pointers as they grow up to the need. Watch each youngster, gauge his progress, his problems, his needs, and give him help accordingly.

Sometimes, general reminders can be offered to the group such as "Don't for-

get to hold your breath while squeezing the trigger." Watch new shooters to see that they are holding their breath. Some do not realize what you mean "Stop breathing during the squeeze" or they are a bit flustered or inexperienced, and do not realize that they are overlooking a very important score builder. Often-times, a youngster merely thinks he is doing what he is supposed to do.

During actual shooting, avoid yelling instructions to someone on the line unless it is really important. Go up and tell the shooter calmly what he should do. Watch for those who need help. Keep moving along the line. Sometimes, just a motion to a shooter is enough to remind him of something. Hand out praise freely. Let a shooter know when he is doing the right thing as well as when he is doing the wrong thing.

Keep a spotting scope on the range ready for use at all times. This helps check up a shooter's problems more quickly. Set the scope up in a central location so that all targets are visible; use a fixed base for it so that the scope cannot be knocked over. One way to do this is to use the upper part of a standard tripod, setting it in a hole drilled in a two by four that is nailed fast to something solid, such as a post or building.

All general instructions to shooters, if any, and they should be short, should be completed before any ammunition is given out. Also see that shooters are in proper position and everything is in order. General instructions given out at such times are at which bull to shoot, how many shots to shoot at each bull, words of caution and shooting pointers. Such instructions are given in a spirit of helpfulness instead of a bullying, hard-boiled style. Here, in these action situations, is where attitudes are developed and personality traits crystallized. Maintain a fellowship with the campers which will permit influencing them without losing control of the range by being a so-called "good fellow."

This firing-line coaching before, during and after firing continues throughout the season. After a group has been on the range two or three times, there is little need for group lecturing. Keep the boys shooting. Spend the time on individual help. Remember that each shooter is different. He will have different problems and absorb the experiences at a different rate because of inherent ability, background of experience, interest, attitude, intelligence and personality.

After firing is finished, no one leaves his place until permission is given. As a shooter completes his firing, he leaves the gun on the stake or gun rest. Then he waits until all are finished and the signal is given to get targets. If the same group is to shoot again, ammunition is not given out until all shooters have finished and are ready.

New shooters take turns every five or ten shots; experienced shooters take more. Use a camper or a junior counselor for distribution of ammunition, sight changes, distribution of targets, etc. However, the coach should always know what is going on. He does the more valuable work of individual coaching and over-all supervision. He must know when a youngster needs praise, a dressing down, encouragement or banishment. Be a counselor, not a tough sergeant. These are kids. The coach keeps the range under control at all times, but does it in such a way that campers feel as if they are having fun.

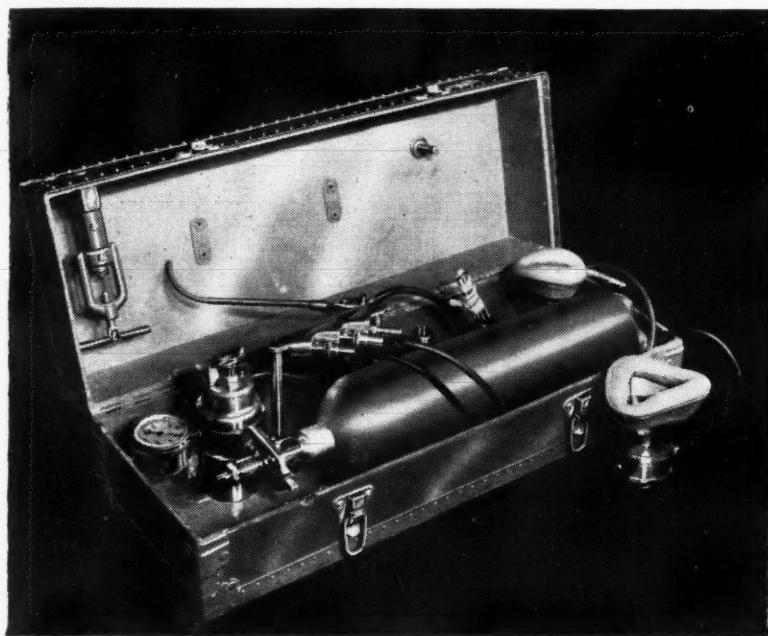
As soon as the campers are finished shooting, they want to know what their scores are. Let them know as quickly as possible. If the coach cannot do it immediately, let the helper do it; the coach can check them later. Then make the entries in the record book for their qualification medals. All shooting counts for qualifications as long as it is being done on official targets and under proper supervision. Announce names of qualifiers and results of matches at weekly gatherings such as campfire programs. Present certificates, medals and brasesards with a bit of ceremony.

Keep a season report form as a record of the season's work of the riflery department. This should give, at a glance, the achievements for the year and information of value to help make the department a little better the next year. Include data on number of campers who took part in program, number of qualifications completed, number of campers who completed one or more qualifications, number of campers who partially completed pro-marksmen (beginners), number of campers who partially completed other qualifications, highest qualification included, etc. The report should also indicate the amount of ammunition used, number of rifles used, number of firing points on range, age range of campers, total number of campers in camp. It would be well also to record competitions held and winners, place won by camp in national championships, name of riflery counselor and assistants, etc. When the report is ready, type off five or six copies at a crack, file one, give one to the instructor, and send one to the N.R.A. The extras usually come in handy later. Recommendations and suggestions offered by the instructor for the next year's season should be written up separately.

Riflery is one of the truly American sports. Give your campers a good taste of it. Check your facilities and equipment; improve them as much as possible. Get an experienced instructor who can promote a full program of shooting. And finally, have a good supply of ammunition on hand for one of the finest and most popular activities there is in summer camping.

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Five Good Ideas— for your camp

Culled from the summer camping experiences of students of Cap'n. Bill Vinal, Professor of Nature Education, University of Massachusetts.

An Indian Visit

By Barbara Kinghorn

ONE OF THE MOST successful ideas put into operation at our camp recently was obtaining a small band of American Indians from a reservation to visit the camp. The Indian theme is always quite prevalent in the camp, because it is situated on a site which had been inhabited by Indians in the early days of the country. At council fires and when special awards were made to outstanding campers, much of the program is based on Indian ritual and ceremony.

Therefore, when a real party of Indians, in costume, entered the camp and entertained with ceremonial dances and songs, all the campers were thrilled. Naturally, this made the program much more of a success than formerly, since the real Indians gave it greater substance than ever before.

Most of the campers, when they left camp at the end of the season, seemed to be more conscious and proud of their Indian ties than before.

Teaching the Grateful Art

By W. Wescott

OURS IS A 4-H camp in Vermont which serves as a vacation for farm children immediately after school closes and before summer haying reaches its peak. About 100 boys and girls from 10 to 18 years old attend. They spend a week just having fun mixing with other youngsters of their own age, playing softball, swimming, hiking, singing, square dancing.

Wednesday night is visitor's night. The campers hold a talent show for parents, followed by a dance. In years past, many of the younger campers could not take full part in Wednesday evening activities, since they didn't know how to dance. Also, some of the "young men" (about 14 years old) objected to anything called dancing, in any form. To overcome both situations, we instituted a class in which dancing is subtly mixed in with other forms of recreation. Now, simple singing games involving some of the basic figures had everyone on the floor. Whereas in past years, the boys were cajoled, ignored and begged to dance, without results, under our new setup the poor, unsuspecting fellows

didn't even realize they were learning to dance.

Square dances provide a major portion of the winter recreation in many small communities, and these boys and girls will enjoy the dances more this winter, as a result of their learning to dance without knowing it at camp last summer.

Camp Tidiness Plan

By Evelyn Geller

AT OUR CAMP, last summer, the problem arose of how to cope with lack of tidiness around the camp premises. Papers and refuse of all types were being carelessly strewn about the grounds. After repeated warnings and meetings with the children, I decided that something novel and intriguing to the young campers would be more applicable.



I constructed special waste receptacles with large funny faces painted on them, mouths wide open and the sign "Feed me, I'm hungry." This plan was one hundred percent efficient in improving the condition of the camp and equally as efficient in promoting a greater feeling of responsibility among the children.

Director Participation

By John Crain

ONE THING I OBSERVED at camp last summer was that every activity requires the enthusiastic participation of the program director at least once every week. Junior Leaders are easily appointed to run activities, and they do a good job. However, the average camper looks for the "real boss" to play or

participate actively in at least one phase of the program each day.

Just let yourself go, Miss or Mr. Director. Put yourself in the place of the 12-year old and enjoy the forms of fun you first learned years ago. Most campers want to accept you as "just another camper" or "a buddy." So don't disappoint them: take part and watch your program grow!

Rest Hour Guardian

By Martha Beck

AS IS COMMON in the majority of camps, I imagine, we had trouble with rest hour. Some campers find this period a natural one for relaxation; others seem to come even more alive. The latter would protest this hour of inactivity by bouncing squeaky bedsprings, tossing things from bed to bed, etc. Appealing to their sense of fairness, explaining the benefits of rest hour, or even employing a meaningful glare, worked only for short periods. Finally, I achieved success with a very simple method which we called "counselor for the hour."

I explained that each camper would have a turn in being counselor during rest hour. The appointed camper would lie down on bed, as the rest, but would quietly observe any untoward activities and report to me. Although no punishment was involved, I would generally question reported offenders, because sometimes I suspected slight coloring of reports from the camper-counselor.

Group disapproval of noise during rest hour gradually evolved as campers entered into the plan wholeheartedly. This was usually sufficient to subdue would-be disturbers.

Campers acting as counselor conscientiously tried to determine what constituted a disturbing element to the rest of the group. Campers who had requests to make made them to the counselor for the hour. Campers and counselors alike took real pride in having a share in the responsibility for running a good cabin.

The plan worked so well that I could leave the cabin, and be reasonably sure the campers would remain quiet. When I rested myself, I could detach myself from the group, leaving the camper-counselor in charge.

Results of the plan were gratifying, considering the simplicity of the method.

DON'T GAMBLE

with



The Fifth Horseman!

By John J. Rowlands

A FOREST FIRE is a terrible thing to face. I know it firsthand, for once years ago I got caught. I first saw signs of it nearly a hundred miles away with smoke billowing to the clouds. That fire was 75 miles wide, so there was no way to get around it, and it was coming too fast for me to keep ahead of it. Once they get going in heavy growth, fires generate their own wild gales, and race on at great speed with a deep roaring sound that can be heard miles away.

I happened to know of a lake with a clearing part way around, half a day's travel to the east, so I made for it by way of a portage and got there just in time. The fire was then only a few miles away. Less than half an hour later I was as ready as a man could be in such a fix. I dug a hole in the beach and buried all my outfit, including my coat, watch and compass. Then I sank the canoe with rocks near shore and sat in the water beside it. I don't mind telling you I was scared plumb to death.

Not long before the fire reached the edge of the lake the animals began to appear, hundreds of rabbits, porcupines, deer and two bears, running for their lives. All except the rabbits and porcupines plunged into the lake and stayed there with their heads just above the water. Then with a frightful roar the fire hit us. I ducked my head over and over again. I could hardly breathe, the air was so hot. Then in a flash a great sheet of flame arched over the lake, which, mind you, was half a mile wide, and the air was filled with burning pieces of wood lifted by the great wind. As I ducked again and looked up I saw the deer standing with terror in their

eyes. Close beside them were two moose that I hadn't seen before, and not 50 feet away were the bears. The fire was their enemy and they had lost their fear of each other and of me. An hour after the fire leaped across the lake the heat was not so bad, but when I went to dig up my outfit the sand was still so hot I had to wait for it to cool off. The rabbits were lost, for they were afraid to go into the lake. Little by little the deer, moose, and bears came out of the water and wandered away along the beach, frightened and bewildered for the forest was still burning. I had to camp that night right there for the woods were covered with burning trees and I couldn't cross the portage.

That is what a forest fire is like and you can bet I am careful about building my campfire in safe places, such as on a beach or flat rock, and I keep away from any moss or dry sod. That is the worst stuff for carrying a fire underground, where it creeps along before you realize it. I use a small fire for cooking — not much bigger than your hand — feeding it dry twigs which make hot flames and don't smoke up your pots. The only time you need a big fire is when the weather is cold or rainy. Before you break camp be sure to wet everything down, scattering the embers carefully so you are sure all hot coals are thoroughly out.

The lightning that is sometimes blamed for starting fires in the woods often comes from the bowl of a pipe, a cigarette or a glowing match. Any way you look at it, smoking in the woods is dangerous and we make it a practice not to light up when we're travelling.

When we want a puff we stop for a rest as the old-timers did and make sure that when we knock out the ashes there are no sparks left to start trouble. Cigarettes are the most dangerous because they smolder for a long time and fire may not start until you are some distance away. Another reason for not smoking on the trail is that while you are walking or paddling it is bad for your wind. What you need then is plenty of good clean air with lots of oxygen in it.

When I was a youngster in the woods with my Dad, one of the things he taught me was to break a match in two before I threw it away. The first time I tried it I burned my fingers and quickly learned why it is a good method of preventing fires, for you can't break a match in two while it is hot.

When you are looking for a camping place, especially during dry spells, pick, if possible, an open rocky site handy to water. One of the worst battles I had with fire was when I was camping alone and a blaze got started in the dry moss and sod that grows in open evergreen woods. Before I realized it a spark from my fire had got into the moss and worked underground, spreading out in a network and coming to the surface in a dozen different places. You would hardly believe that I had to work for two hours carrying water from the lake and wetting down every spot that smoked before that fire was out. No sooner would I get one place wet down than another fire would crop up somewhere else. I learned a lesson right there, for I had been burning tamarack which is wonderful wood in the stove and good for campfires too, but it shoots sparks ten feet without any trouble and you have to watch it every minute.

While we are on the move we try to pick a place for our campfire close to the water's edge so that when we are ready to start on our way all we have to do is to push the whole fire into the water. Often enough when you wet a fire down and think it is out, you may miss a stray ember that gets going later on. If we are on a lake where there are lots of islands, which are mighty pretty anyway, we often choose one for our camp. For one thing the insects are not apt to be so bad out on the water where the wind has a chance to get at them, and another reason is that you feel safer with a fire on an island where at least it can't burn up miles of timber.

If you are in the woods and spot a big fire, make careful note of the direction the smoke is blowing and then if it is headed your way set a course that will take you above or below the fire, whichever is shortest. To run ahead of a forest fire is usually a losing game, for when it really gets up to full power, it travels at terrible speed and as its front widens you don't have time to get out of its path.

Even the Blind Can See Nature

By Janet Nickelsburg



Discovering the nature of a bird

I SPENT TEN DAYS last summer in a California mountain camp for blind children. For many years I have taught nature study to normal children; when I heard about the organization called Recreation for the Blind, I decided that I would like to find out just what children so handicapped could be taught in this field. I wanted to know what materials I could use to bring to these children a better knowledge of the world about them.

The children at the camp were of all ages; the youngest was six and the oldest around 15. There were boys and girls and, as in children possessed of their faculties, as many points of views and interests as there were children.

Of the 27 children at camp, seven were to all intents and purposes sightless. I was told that they could distinguish darkness from light; the fact that some of them seemed to enjoy looking at the sun seemed to bear this out. It appeared to me that another eight of the children used their eyes very little; that is, in the way of instruments for acquainting themselves with life.

The others apparently were normal children, in that they used their eyes for every purpose though their sight was restricted in many ways.

I had brought a number of objects with me as a basis of work, but how I would approach the presenting of these I left until I should meet the children. I had been told that what these children wanted above all else was to know and to experience what they could not see. I had bird-skins and eggs from a museum, shells and star maps with raised stars. I was unfortunately unable to obtain the skins of small mammals; I know that these would have added immeasurably to the children's pleasure. I was able to show the difference in size between one bird and another, and to point out something of bill structure and its relation

to foods. Wings and feathers were felt, as were the shapes of birds feet and claws.

We collected leaves from the trees and fruits or cones of the conifers. We found nuts on the hazel-nut bushes and peeled, cracked and ate them. We tasted thimbleberries, huckleberries and strawberries and we handled the inedible fruits of the plants which had set seed. (The camping period was during the latter part of August, when the hillsides of California are no longer covered with flowers.)

With a few of the boys who could get along without much help, I wandered down to the creek. Here we picked up crayfish, frogs, water striders and other small pond life. We collected a bit and waded a good deal.

On other trips, when the sightless were along with us, I found that the throwing of rocks into the water seemed to give them a great deal of pleasure. They learned quickly just how much force they must put into their tossing, in order that the stones would produce the attendant splash and not land upon the farther shore. The spattering with water added of course to their enjoyment, especially when they knew their stone's splash had wet someone else.

Presently I found that teaching nature study had got down to fundamentals of which I had had little knowledge before. I found that the aroma of leaves, the gropings after sticks and stones, the climbing of a steep log or the running of one's finger over the edge of a leaf, all were more in the realm of nature study than knowing what grew and lived around one.

I was surprised how many things even my clumsy old fingers were able to palpate, things which I had hitherto taken in with my eyes. These children don't want to be helped any more than normal children. They want to make their

own discoveries, to find their own way about.

Life doesn't seem nearly so hard to them as we envisage it from the outside. Their faces in repose are like the faces of any children, smooth and untroubled unless because of home conditions, they are carrying burdens beyond their years. The spoiled child, with all the right to one's pity, evokes the same irritation as does the spoiled normal child. He is just as unhappy as any spoiled child, no more and no less, and he expects the same sort of indulgence from others as does any other spoiled child. On the other hand, the child who has been too heavily disciplined and carries an over-active conscience with him, has no particular marks to differentiate him from his seeing brother.

I wish I had been able to bring back from this experience a lot of new ideas as to how to work with blind children. I had hoped that I would learn something different from them, but all that I have to hand on to others who would undertake work with handicapped children of this sort, is that when life deprives us of one of our faculties, it does not change fundamentally the equipment with which we came into the world.

Working with the blind seems to me to be largely a matter of techniques, of presenting materials which will register via other channels than the visual. That means, and this again is something which I have maintained in all my work, that the naming of objects and their classifications are not essentials of nature study, they are the realm of post-graduate study, or science. Whether we find the claws of a crawfish by sight or by touch, or the long legs of a grasshopper by their action against their hands or by watching it jump away, the experience is the same: that of exploring nature with whatever tools we have at hand and exulting in our "very own discoveries."

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Camp officials may secure copies of literature reviewed on this and following page by using accompanying coupons. Fill out COMPLETELY one space for each catalog or booklet wanted. Then paste entire coupon on penny postcard or slip in envelope and mail to CAMPING MAGAZINE, Metuchen, New Jersey.

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directors by J. & J. Cash, Inc., to assist them in putting across with campers' parents the idea of labeling all camp clothing.

46. Sweatshirts, T-shirts and head scarfs for camp use are covered in a catalog offered camp people by Stylecraft Mfg. Co.

30. Large quantity menus for camps are the subject of a "Summer Camp Manual," one copy of which is offered free to camp directors, cooks, dietitians, et., by Kellogg Co.

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1. Craft supplies in a variety of types, including leather, plastic, pottery, block printing, textile and wood, are the subject of a catalog offered by Dwinnell Craft Shop to describe its line of supplies, tools, etc., for camp directors.

8. Outdoor books on a variety of subjects of interest to camp directors and staff, and prepared by experts in the field, are listed, described and priced in the latest catalog of The Macmillan Co.

24. Cups and other prizes to be awarded by camp directors for various events on the camp's program are the subject of a new catalog listing its products, which has been prepared by Edwin W. Lane Co.

21. Metal craft work is the topic of a new instruction booklet and price list which has been made available for camp people by the Metal Goods Corp.

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23. A dishwashing compound designed to sterilize as it washes, pine-jelly, floor-scrubbing soaps and pine-oil disinfectants, produced by Richmond Oil, Soap & Chemical Co., will be sent in sample form to camp people who wish to try them out.

4. Craft leathers, tools, lacings and accessories are the topics covered in a catalog prepared by J. J. Connolly for convenience of mail-order buyers.

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A Short History of Camping

and the American Camping Association

Part II

By Gerald P. Burns

ACA Executive Director

AFTER THE TURN OF the century, the camping movement grew by such leaps and bounds that it is practically impossible to mention the name of each camp that was established.

There is evidence at hand indicating, as an historical fact, that organized camping for girls was begun simultaneously in three New England towns in the summer of 1902 when Pinelands (Meredith, N. H., Maria Dalton directing), Uyonegonic (Denmark, Me., Mr. and Mrs. C. E. Cobb directing), and Kehonka (Wolfeboro, N. H., Laura Mattoon directing) were established.

In concluding the early history of camping in America, mention must be made of the contribution of the Gulick family to recreation and camping. Gib-

son has eloquently paid tribute to this clan:

"The name Gulick is outstanding in educational and camping circles and has become indelibly associated with several of the pioneer movements of America's greatest undeveloped resource, the leisure time of her people. Dr. and Mrs. Luther H. Gulick, after camping with their children for a period of years, established in 1910 Camp Sebago-Wohelo in Maine, now called the Luther Gulick Camps and conducted by their son, J. Halsey Gulick, Mrs. Gulick, with her distinguished husband, the late Dr. Luther Gulick, originated the idea and founded the organization of the Camp Fire Girls."¹²

Dr. Gulick had two brothers who pio-

nereered in the field of education. One of the brothers, Edward Leeds Gulick, also turned to camping and founded the Aloha Camp at Fairlee, Vt. He is succeeded by his wife and three daughters. Two of the daughters, Mrs. Helen Gulick King and Mrs. Carol Gulick Hulbert each direct one of the Aloha Camps. The third daughter, Mrs. Harriet Gulick Pierce, directs Aloha Manor. Carrying the tradition on to greater heights for the Gulicks, Mrs. Hulbert has served as President of the New England Section of the American Camping Association and as National President of the American Camping Association.

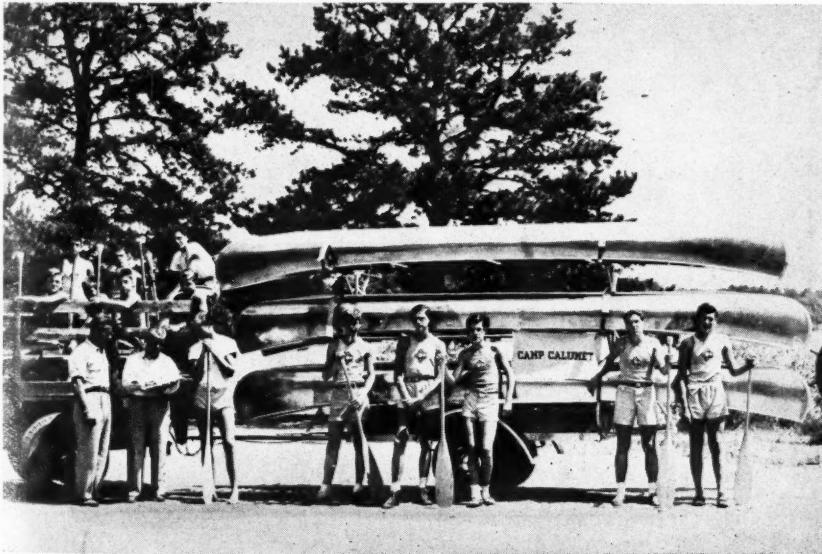
Mrs. Luther H. Gulick, Sr., served as the first President of the National Association of Directors of Girls Camps and later as President of the New England Section. Her son, Halsey, served as President of the New England Section of the American Camping Association in 1935. The Gulick dynasty has truly been a powerful factor in the history and development of the camping movement in America.

Reference must be made to some of the other interesting personalities active in the movement during the early days. As might be expected, the early camps were chiefly built around certain strong personalities.

"Biography is the only true history. Great movements in history have always revolved around some outstanding fig-

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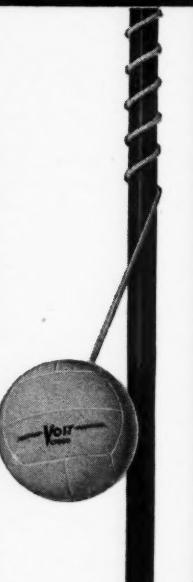
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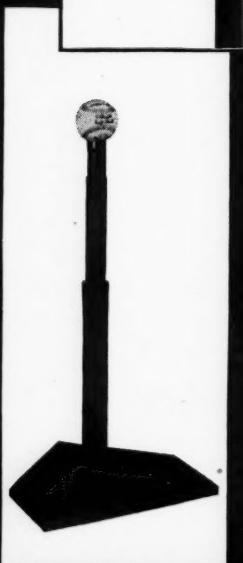
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ure. History is best understood through biography. People are the makers of history." So spoke Gamaliel Bradford, and thus the reference to specific persons in the camping field.

Prior to the formal birth of the camping movement in the United States, a group of early writers made a significant contribution to an understanding of recreation and education in the out-of-doors. Thinking of this group in somewhat chronological order, the names that present themselves are Daniel Boone, Davy Crockett, Kit Carson, Thoreau, Isaac Walton, W. H. Gibson, Dan Beard, Ernest Thompson Seton, Horace Kephart, Edward Breck, and others. Gibson indicates the history of the organized camping movement is largely the history of persons, men and women, possessing the pioneer spirit and the vision of bringing back into our highly civilized, and in many respects artificial, method of living those values of life which come from living in the great out-of-doors; families such as the Gulicks and the Cobbs, individuals such as Welsh and Statten.

In discussing the historical aspects of camping in such a brief and arbitrary fashion, it is quite possible that the names of some leaders have been unintentionally omitted. While asking pardon for such oversights, it must be admitted that a writer would be remiss indeed if he did not pay tribute to some of the outstanding leaders who did so much to promote the nature study phases of camping. William Vinal, himself an expert in nature lore and out-door education, says:

"Louis Agassiz aroused a new enthusiasm for living material and strove to emphasize the importance of first-hand contact with nature. John Muir, John Burroughs and Dallas Lore Sharp saw nature with an artist's eye and could put it into literature for others to enjoy. Ernest Thompson Seton brought woodcraft and Indian lore into social significance for youth. Perhaps Enos Mills was the first to start an organized school to teach nature lore to others."¹³

In concluding the history of the movement (prior to discussing the American Camping Association) it is well to consider briefly the philosophy of camping as it was evolving in those tender years. The early organized camps had a rather loosely constructed program centering around the idea of adventure in rural areas. As the camping movement developed, new methods and techniques were introduced. The incorporation of a program similar to that used today is mentioned by Sanders:

"A short time later such people as the Gulicks, Ernest Thompson Seton and others began building camps with the definite purpose of offering in the vacation period those things which modern urban civilization was making is so dif-

ficult for children to find: romance and adventure, recreation and health both physical and spiritual."¹⁴

In discussing the reasons for the birth of the American Camping Association (at first the Camp Directors' Association) Bernard Mason says:

"The pioneer days of any movement are characterized by the individual efforts of a few scattered leaders — men of vision and courage enough to venture into an unknown wilderness. The lead of these men is followed shortly by others, until there is a large number of enterprises all working independently and frequently in competition one with another. It soon becomes imperative, however, in order to accomplish their individual and common ends, that these men unite and cooperate — this is true in business, in education, in the professions, in the relationship of nations, and it is true in camping."¹⁵

According to Gibson, the first conference of camp-minded people was called in Boston in 1902 by Dr. Winthrop M. Talbot, director of Camp Asquam.¹⁶ Immediately after this meeting the General Camp Association was formed. In 1910 at the Sportsman's Show in New York City's Madison Square Garden, the Camp Directors Association of America was conceived. It is interesting to observe that this parent of the American Camping Association in 1910 had all of eleven members.

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Readers of CAMPING MAGAZINE may have noticed a number of changes in recent issues, such as elimination of contents page, change in paper stock, etc. Large printing cost increases have made it necessary for ACA either to reduce substantially the amount of material presented or to institute these economies, and it was felt greatest service to members and subscribers would result from continuing to publish the same quantity and quality of material, while partially offsetting cost increases as described above.

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Conventions Scheduled for March

What? — The 1949 Eastern Regional Conference of ACA.

When? — March 23-26, 1949

Who? — You! — and all camp directors, counselors, leaders and everyone interested in camping.

How? — By exhibits, dramatizations, forums, panels and group conferences.

Where? — At the Hotel Statler (formerly the Pennsylvania) in New York City.

POPULAR SPEAKERS, a hundred exhibits, fun, ideas and fellowship are among the reasons all camping people are urged to register now for the regional Camping convention to be held at Hotel Statler (formerly Pennsylvania), New York City, March 23-26, 1949. The program as outlined below offers many treats and many opportunities.

Cost is reasonable and participation is a "must." Fees for the entire convention from Wednesday evening to Saturday afternoon, including all meetings and three luncheons, are only \$11.00 for the public and \$9.50 for members of ACA. Daily sessions without luncheons are \$1.50 for non-members and \$1.00 for members. Student tickets for the entire session without luncheons are \$.50. Checks or money orders should be made payable to American Camping Association and mailed to Margaret M. Caesar, Registration Chairman, American Camping Association, 111 Broadway, New York City 6.

Program Highlights

From the opening session at 8:30 p.m. Wednesday, March 23rd, to the closing luncheon at 1:30 p.m. Saturday, March 26th, the program offers real opportunities to all camp people. Only a few of the special interesting features can be listed.

At 8:30 p.m. Wednesday, March 23rd — International camping music by the famous Minisik Chorus; at 9:30 p.m. reception to exhibitors with door prizes and other attractions, just like a quiz show. Refreshments will be served.

At 10:00 a.m. Thursday, March 24th — Personnel selection and training, factual and usable material. At 12:30 — Luncheon-discussion groups, choice of dozens of topics. Have your questions answered through discussion and by the "Host Leaders." Thursday afternoon sessions will consider the buying of food and equipment, with government representatives and experts in the field.

The Thursday evening session will be devoted to latest ACA plans and actions.

Three interesting reports. Following the general session will be cracker-barrel sessions and square dancing. This always has been an outstanding feature of our meetings.

Friday sessions will cover mental health, food service, camp nature programs and evaluating the camp experience, with demonstrations, movies, panel sessions and discussion groups. Motion pictures will be shown in the early evening and there will be special entertainment at 10:00 p.m.

Six special demonstrations will be presented on Saturday morning. They are: (1) Camp Craft, (2) Games, (3) Use of native materials, (4) Music, (5) Story telling and dramatics, and (6) Water safety.

The later morning session on Saturday offers four specifics in relation to camping problems, ranging from the group work approach in camping to the operation of day camps.

The closing luncheon will not only have musical entertainment but will present the place of music in camp by William Schuman, president of the Juilliard Institute of Musical Art. The closing speaker, Eduard Lindeman, will discuss "Camping in a Democracy," a fitting conclusion to four days devoted to the improvement of Camping.

Southeasterners Meet at Nashville

THE BIENNIAL CONFERENCE of the Southeastern Region of ACA will be held at George Peabody College for Teachers in Nashville, Tenn., March 30-31, and April 1-2. The program committee has been diligently shaping an excellent program which should satisfy the varied interests of all camping folks in the thirteen Southern states making up the region.

The theme around which the program has been planned is one of timely interest: Camping — An Approach to World Community. Certain aspects of the theme will be discussed in many of the workshop groups and all of the five general sessions.

An exceptionally fine group of people has been secured as participants in the general sessions. Dr. Jay B. Nash will speak on "The Camp As a Community." Dr. Hedley S. Dimock will speak on "Educational Opportunities in Camping." Dr. Henry M. Busch discusses "Social Values in Camping," and Mrs. Katherine Curtis closes the convention by "Looking Ahead."

In addition to these people, Reynold



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By Catherine T. Hammett

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Carlson, ACA National President, and other members of the Executive Committee of ACA will be present.

On Wednesday time is provided for pre-session meetings of kindred groups. Arrangements will be made for any meeting requested. Many agency, private, and school groups will want to utilize this time for fellowship and for the discussion of pressing problems.

Governor to Speak

The conference will open officially Wednesday evening with the first general session in which the group will be welcomed by Peabody College's President, Dr. Henry H. Hill and Tennessee's Governor, Hon. Gordon Browning. Spe-

cial music and an outstanding address will make up the evening program. After the general session visitors will be entertained at a social in the gymnasium.

Topics to be dealt with in other meetings and in workshops include: Educational Camping, The Camp a Community, Camping as a Setting for Group Work, Counseling, The Camp Program, Leadership Training, Nature Lore, Worship, Arts and Crafts and many other phases of camping.

The hospitality committee, Nashville, and Peabody College extend a warm and hearty invitation to all camping enthusiasts to spend a happy, interesting, and profitable four days at the Southeastern Regional Conference.

Coast Campers Meet March 9.

CAMPING CHALLENGES our Camps is the conference theme for the Pacific Camping Federation conference (and ACA regional convention) which is taking place March 9 to 12 at Asilomar, Calif., it has been announced by general conference chairman William N. Goodall. A fine attendance is anticipated, since the Asilomar conferences are noted for their fine hospitality as well as for their "meaty" sessions. Twelve ACA Sections, from the Western States and Hawaii, are expected to be represented at the meeting.

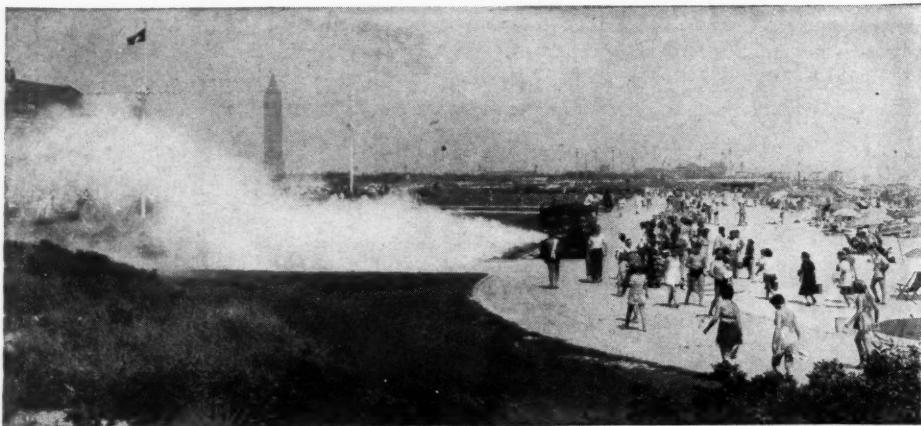
Four general sessions have been planned by the Program Chairman, Charles B. Cranford and his committee. There will also be a series of group meetings on a range of topics chosen to meet the interests of the conferees, six workshops and six camp program demonstrations.

The workshops will be on Legislation, Leadership Training, What's a Camp Program?, Group Process in Camping, and Camp Administration.

Program Demonstrations will include campfire programs, campcrafts, camp games, primitive living, nature explorations and pack trips.

This fine program, coupled with the social and recreational "extras" which are always a part of every ACA convention, spell certain success for the 1949 West Coast Regional ACA Convention.

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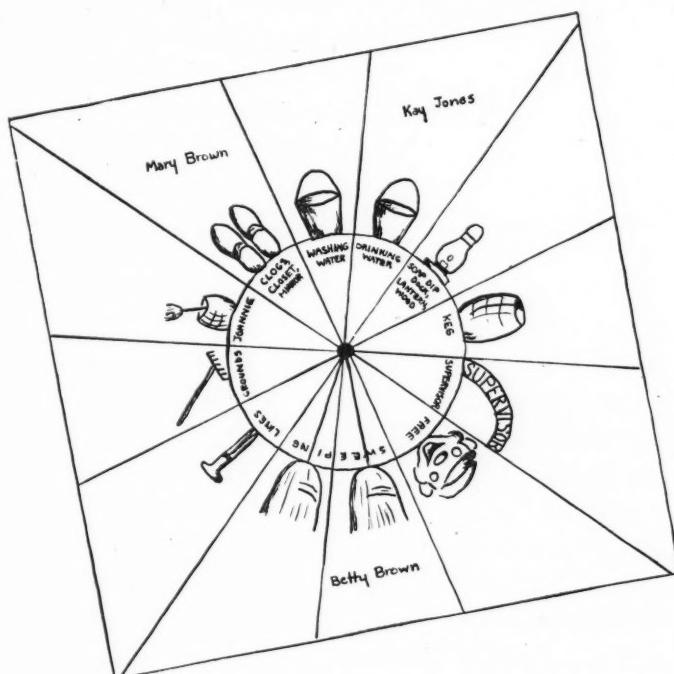
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By Marilyn Meyer

The Joy Camps



FUN OR FRIGHTFUL! Cabin duties can be exactly that! Since there will always be this problem in camps in which campers live in cabins, I feel that the initial contact of the child with these responsibilities should be made as much fun as possible. Beginning the season with high enthusiasm and eagerness goes a long way to make the cabin a cheerful, livable home for the entire summer.

A colorful, interesting duty chart is a good first step in building good cabin spirit. This is really quite important, for a chart merely listing names, dates and duties has little or no appeal.

In the last few years we have tried various methods of assigning duties; the chart illustrated has been the most enthusiastically received by all the children. This chart not only appeals to campers through its moving wheel and its illustrations of duties, but also aids counselors in that they need make only one for the entire season.

I like to use two contrasting colors — one for the wheel and the other for the

square — and crayons to brighten the pails, brooms, clogs, etc. Since I had 12 children in the cabin it was necessary to divide the circle into 12 equal sections and then continue these lines on out onto the square, so each duty would fit into each child's space.

Duties listed will vary from one camp to another. For example, since we believe in pioneer camping, we have no running water at The Joy Camps. Hence the duties of getting washing and drinking water. Then too, clothes lines must be kept neat, the keg (our waste-basket) emptied, the Johnnie swept, and bathing clogs placed in proper order upon their rack.

Though we have a small stove and a kerosene lantern in each cabin, they are seldom if ever used, so this duty consists mainly of picking up any soap, towels or washclothes which may have been left at the soap-dip dock. Keeping washing rack clean, and paper off cabin grounds are ground's duties. It is quite a job to keep sand and dust swept



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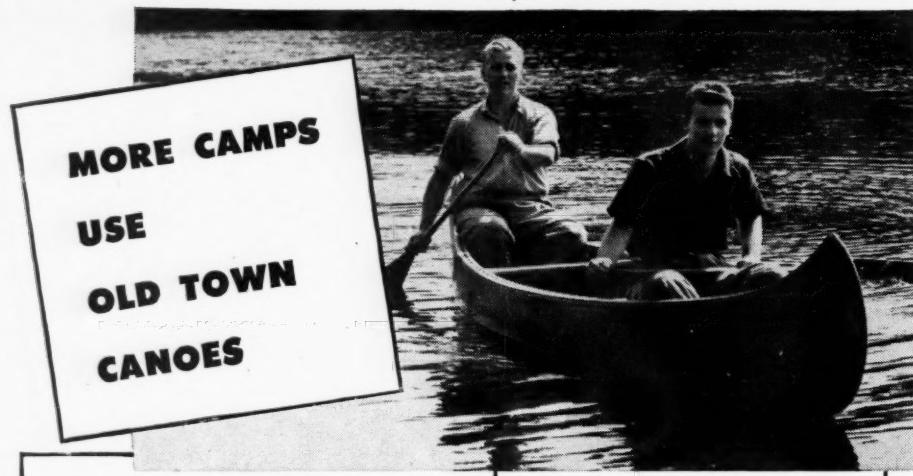
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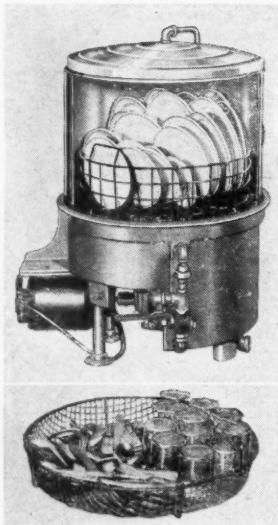
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off cabin floors, so we have two sweepers.

Of course the favorite position is that of Free! This break in responsibility is one campers deserve and thoroughly enjoy. Often, however, you will find this child helping someone else!

The supervisor is also a very important person in our system. It is this camper who is given complete responsibility for supervising and checking duties. Campers like to have this position of authority, and we prefer that they supervise themselves rather than to have us act as inspectors. The supervisor also checks shelves and hooks of each camper to make sure all personal belongings are neat. Counselor inspections are under the supervisor's jurisdiction too, so we also may be reprimanded and asked to straighten up our things!

I try to make any criticisms or suggestions which I might have through the supervisor of the day, thus creating additional respect for the supervisor's position. More often than not, the campers insist upon a higher degree of perfection from each other than we would from them!

Yes, cabin duties can be fun! Making them initially interesting, and letting the children supervise themselves, will result in an enthusiastic group living in an orderly cabin.

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Notes from National

By Gerald P. Burns

ACA Executive Director

The following is the report of ACA's Executive Director to the Board of Directors, delegates to the annual meeting held in Minneapolis on February 1, 1949, and members of ACA. The annual report of the Association President appeared in the February issue.

IT IS AN HONOR and a privilege to serve you as your Executive Director. I am aware of the opportunities available to me to make a significant contribution to the camping movement in America through service with ACA. It is with this thought in mind that the following report and recommendations are made.

At the very outset, recognition must be given the "camp people" of the nation who are doing such a tremendous job in providing the best in outdoor education, recreation, and social living for our future citizens. I should like to cite next the members of ACA who, through active participation in their professional association, have elevated camping to a "must" in the well-balanced development of American children. Greatest tribute must be paid to you leaders in the Association, under whose wise direction and guidance the camping movement in general, and the ACA in particular, has made such a favorable impact upon our society.

I need not recount to you the nature of this favorable impact on children — the real happiness, the high ideals, the proper attitudes, the better citizenship, the increased health, the social awareness, the desirable skills; indeed, the "know-how" to take their place and succeed in the complex society of today.

But, like all true leaders, you are not content with doing a creditable job. You are anxious to improve even your finest programs. It is to this end, among others, that you have given unselfishly of your time, money, and efforts to the support of the camping movement through active participation in ACA — the vanguard of this movement.

To consolidate your gains and crystallize your ideas into action, you have elected officers, appointed committees, and hired professional executives — nationally, and in certain larger local units. These people have been given the responsibility and authority of putting into practice the policies developed by you and your delegated Board Members.

It is unfortunate that meetings of this type are limited to one per year; but, due to the geographical representation of this group (the Board of Directors and official delegates to the annual business meeting), quarterly or even semi-annual meetings would be impossible for innumerable reasons. Since these meetings occur on an annual basis, the national executive committee functions on behalf of the directors and members of ACA in the interim between meetings. Your attention is invited to the fact that for the past two years, the Association has been blessed with one of the finest executive committees that anyone could possibly desire. As you know, your executive committee is composed of your national officers, the past president, and the chairmen of the seven standing committees.

Your national president, and the other members of your executive committee, have given, or will be giving, reports on various facets of the ACA's operation during the past year. One of the responsibilities assigned your executive director is to formulate recommendations, based upon these reports and the over-all operation of the Association, and to present these recommendations for your consideration. Again, time militates against a full and comprehensive presentation. Bowing to this factor of time, your executive will present only a bird's-eye view of the more important recommendations at hand.

We recommend that:

1. Closer relationship be maintained between the national office and all the Sections. This can be brought about by Section presidents and committee chairmen disseminating to their members items of general information contained in the monthly news letters.

2. Closer relationship be maintained between Sections. This can be achieved by each Section putting all other Sections on its mailing list for bulletins and announcements.

3. Closer relationship be maintained between the national office and the official journal of ACA, CAMPING MAGAZINE. This can be done by giving your executive more responsibility and authority for the conduct of the magazine.

4. Closer relationship be effected between the larger Sections and the national organization. This can be achieved by Section executive secretaries spending two or three days each year in the national office (primarily at the expense of the national organization).

5. Greater efficiency and effectiveness in ACA professional operations be sought. This can be achieved (a) by some reorganization of the ACA committee structure, (b) by defining job responsibility and authority, and (c) by informing every officer, committee chairman, and committee member that his assignment is of importance and must be completed.

6. A reformulation of the role of executive director be made. This can be handled by the executive committee and the newly-formed committee on reorganization. It is the sincere opinion of the executive that, for the good of the Association, this be given some priority.

7. Serious consideration be given the necessity for centralization of administration in the ACA national office and for decentralization of program and services to the Sections. This can be done through adoption of the Desser Plan, or some analogous administrative set-up.

8. Top priority be given to the consideration of whether ACA is to remain a federation of autonomous local units, or is to become a strong national association in which Sections play vitally important (but not independent) roles. Recommendations on the accomplishment of this large order might be expected from the executive committee and the committee on re-organization.

In conclusion, it seems that there are two vital issues upon which we are in universal accord. For the coming year, if we are to maintain our splendid forward progress in membership and service, we must screen our membership carefully to (1) raise the standards of marginal operators and (2) move all camp directors and owners into their proper dues categories. Relative to point one, if membership in the Association is to stand for a "mark of good camping," then we must begin to use our national and sectional standards for what they were intended — to up-grade the quality and calibre of all ACA camps. Relative to point two, ACA caters to a small segment of our society; thus, with limited membership, proper classification for financial and professional purposes is essential.

With these eight recommendations — and the two major planks in our platform — your ACA is prepared to move into an era of unsurpassed service to its professional membership and to the lay public. Through this service, we will move ever closer to the attainment of the heart's goal of all real campers, "more and better camping for all our children."

With the Sections

Allegheny Section has been most active in recent months. At a December luncheon meeting, Ross L. Leffler, president of the Pennsylvania Game Commission and an outstanding conservationist, talked to the group, emphasizing the need for all camps to promote conservation education in their programs. Then, on January 18, the annual meeting was held, with Dr. Julian W. Smith, who has been director of the school camping project carried out by the State of Michigan.

gan, speaking on "Camping and Outdoor Education."

January 29, the Alleghenyites held a two-day workshop on winter camping, at Camp Twin Echo. Limited to directors, assistant directors and program directors, the group actually engaged in winter camping while discussing various aspects of the subject. Ralph E. Diamond, of the Boy Scouts was chairman of the workshop committee.

Friday through Sunday, March 4-6, were real red-letter days for the section, for it was then host to a 1949 regional ACA convention. The program included general sessions with addresses by outstanding people, discussion and workshop

sessions, social hours and all the features which go to make up the fine meetings for which camping groups are noted. A more detailed report of this regional convention will appear in an early issue.

Chicago Section held an important meeting January 8. Beginning with a showing of the Life Camp motion picture "School-Time in Camp," the meeting continued with a business meeting to consider new procedures for the Section's Camp Placement Bureau and a proposed plan for expanding Public Relation's activities. At an afternoon session, Dr. Hedley Dimock, chairman of the ACA committee on Implementation of Standards, Reynold E. Carlson, and several discussion groups and his committee comprised an "Information Please" panel on the subject of camp standards. Carlson spoke on "Standards and Objectives of Day Camping," and the discussion group considered administration, setting and program building.

On February 12 the Section held another meeting, on the subject "Implementation of Standards," which included presentation of the findings on camp practices in 60 camps in the Chicago area. The March meeting of the Section was devoted to exploring the topic, "How Camping Can Better Serve the Individual Camper." It included morning and afternoon discussion groups and a guest speaker at luncheon.

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Arrangements have been made with the Chicago Motor Club to publish a directory of camps in the area served by the club; i.e., Illinois and Indiana. It is hoped this may be carried out as a joint project with the Indiana Section.

A competition for Camp Week Posters among sixth, seventh and eighth grade school students in Chicago was planned by the Section, with camp tuition scholarships the prizes.

New England Section will sponsor a Small-Craft School in 1949, as it did with such success last year. Scheduled for June 20-27, the school will be held in an actual camp setting at Camp Kehonka, Wolfeboro, N. H. Having as one of its aims bringing the standard of camp canoeing instruction up to those already attained for swimming instruction, the course is open to (1) counselors who wish to improve their own techniques, (2) those who have had no experience in leading canoe activities, and (3) counselors who expect to be in charge of camp canoeing programs. Cost of the course has been held down to \$40.00; applications or requests for further information should be addressed to Miss Ann E. Weber, Bradford Junior College, Bradford, Mass.

New England held its annual Spring Convention, this year combined with an ACA regional convention, on February 4-5. A fine program was presented, balanced between the needs of agency and private camps, and featuring talks by outstanding camping leaders. A more full report will appear in an early issue.

The New York Section at its January meeting had an interesting panel discussion on the subject "Present Trends in Administrative Problems in Camping." Members of New York Section and other nearby Sections comprised the panel. At its February meeting, New York discussed "Present Trends in Counselor Recruitment and Training and in Programming." Dr. L. B. Sharp of Life Camps, was moderator of the panel, which consisted of experts representative of several types and kinds of camps.

The Section is also looking forward to a successful regional ACA convention scheduled for March 23-26 and described more fully elsewhere in this issue.

Following the convention, Jim Moore, who has served the Section well as its part-time executive secretary, will hand over the reins to the new full-time executive, Mrs. Elfrieda Travestino. At the same time, offices of the Section will move from their present location to the Russell Sage Building, 122 East 22nd St., New York City.

Pennsylvania Section held several meetings of its various divisions; i.e., day camp, agency camp, private camp, etc., in February and March. The agency division elected Mrs. Chester R. Leighty as its chairman, and Thomas G. Cairns as secretary.

A digest of laws, rules and regulations affecting camps in Pennsylvania has been published by the Section, under the guidance of Milton Borowsky, chairman of the Legislative Committee.

St. Louis Section at its January meeting included a showing of the American Red Cross movie "Oars and Paddles." For the February meeting, held all day

Saturday, February 19, the Section featured a talk on "A Scientific Approach to Camper Placement," by Mrs. Augusta Jamieson, of the Chicago University Laboratory School; a panel discussion on "Camping, A Challenge to the Youth of Today," and exhibits of a number of distributors of camping equipment and supplies.

The Section has also cooperated with the University of Missouri in setting up an adult education extension course in Camp Leadership. The course is meeting 16 evenings, from January 25 through May 10; classes are being run for beginners, intermediates and advanced camp leaders.

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Services for the Open, Mattoon and Bragdon	\$2.50
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Camp Site Development, Julius H. Salomon	\$4.00
Covers all aspects of camp planning, from choice of site, through utility and sanitary arrangements; includes descriptions and diagrams of camp structure.	
Fireside Book of Folk Songs, Boni and Lloyd	\$3.95
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MINNESOTA (*continued from page 7*)
only from contact with camping as a result of his position, but also as a parent whose children have been both campers and camp leaders.

"The right kind of camping," he said, "is one of the greatest character builders in the world." He listed the major values of camping as learning to live with others, developing a spirit of independence, building strong and healthy bodies, learning the techniques of leadership and developing a keener appreciation of the importance of moral and religious values.

"We are learning today," Gov. Youngdahl pointed out, "the futility of worshipping at the shrine of material things. The survival of our world, as it has been developed by the technological advances of the scientists, depends on teaching our young people how to control and use these advances through the power of religion."

On the second evening of the conference, following a day given to meetings of kindred groups, conferees gathered for a general session featuring a talk and motion-picture showing by Sig Olson, author, lecturer and long-time wilderness guide, on the topic, "How to be At Home in the Out-of-Doors."

Olson described feeling at home in the wilderness as synonymous with overcoming fear of the woods. He listed five major points in achieving this at-homeness. They are: (1) Get to know your country thoroughly. (2) Get to know the natural history of the area. (3) Know your outfit; have the kind of outfit that is adaptable to the country in which you are travelling, and adaptable to you. (4) Know what you want in the out-of-doors. (5) Develop a keener appreciation of your ability to survive in the out-of-doors in case of emergency. Most people, he said, underrate their ability in this respect.

"When you go into the out-of-doors," he concluded, "remember that the greatest pleasure comes from spiritual adventures, not from physical adventures. The former," he said, "will come to you if you prepare properly for your trip in advance, the latter if you venture into the wilderness unprepared."

"Forget time and ties with the workaday world when you go into the woods," he urged, "and concentrate on developing a spirit of independence and oneness with the out-of-doors."

Four very interesting talks on phases of camp operation were made by Miss Catherine T. Hammett, national secretary of ACA and director of camping for the Girl Scouts; Herbert Twining, former ACA officer and operator of Camp Al-Gon-Quian; Lloyd B. Sharp, national ACA committee member and di-

rector of Life and National Camps, and Mrs. Gisela Konopka, School of Social Work, University of Minnesota.

Miss Hammett, in her talk on "Camp Program," made a plea for more activities indigenous to the camp setting and greater opportunity for cooperative staff-camper planning of activities.

Mr. Twining, on the subject of "Camp Administration," stressed the desirability and necessity of operating our camps in accordance with the highest concepts of camping and also with due consideration of the trust placed in camp directors by both campers and parents.

Mr. Sharp, in discussing the topic "Camp Leadership," urged that the type of program and leadership in camp be re-directed in such a manner as to make possible for campers a more direct contact with the natural environment and the basic necessities of food and shelter.

Mrs. Konopka, in her talk on "Camp Relationships," dealt incisively with the unique opportunities in camping, offered by the 24-hour-a-day contact between staff and campers, for developing better social attitudes, helping children to think through and overcome problems, and assisting them to better understanding of the advantages of harmonious group living.

Additional small-group discussions were scheduled before, between and after the general sessions mentioned above.

At the closing banquet of the convention Elmer F. Ott was the speaker. He is a former national officer and committee member of ACA, is in charge of camping for the YMCA in the North Central Area, and has recently returned from Germany, where he was advisor to YMCA youth camps there. Mr. Ott's topic was "Adventures in Human Relations," and he drew heavily on his European experiences to point up the great opportunities of camping, both in this country and abroad, as a force in the development of young people into physically and morally strong, right-thinking leaders for the future. "Democracy," Mr. Ott reminded his listeners, "isn't government. Democracy isn't something you talk about. Democracy is something you live and demonstrate in your day-by-day life. If you don't live it and demonstrate it, then you're only giving lip service to the democratic ideal."

Considerable credit for the great success of the Minneapolis Regional convention should go to the large number of ACA members who worked untiringly for it. While it is impossible to list them completely, special mention should be made of the work of Lyndon Cedarblade, D. W. Hartman, Mrs. Niels Thorpe, Laurel Ihfe, Margaret Rignell, John Rowe, Oscar Olson, Elisabeth Strom, Ann Brinley, Fred V. Rogers, Laura Joesting, Toy Jambeck, Robert Nankivell and Edmund Lukaszewski.

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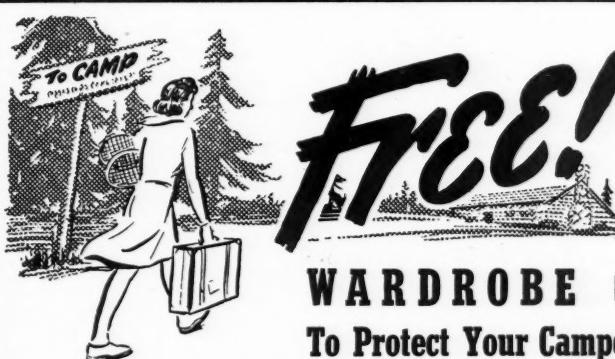
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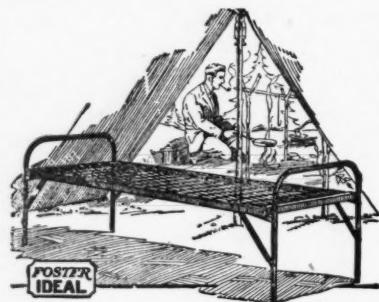
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Books

Reviewed by ACA Studies and Research Committee

Camp Leadership Courses for Colleges and Universities

American Camping Association, 343 S. Dearborn St., Chicago 4, 1949. 32 pp., \$1.00

In the fall of 1948 a workshop was held at Pokagon State Park, Ind., to revise the preliminary results of a workshop carried on at Oconomowoc, Wis., the preceding year. This publication is the result of these workshops. It is a recognition that the tremendous growth of the camping movement has made it imperative that colleges and universities help in training camp leadership.

Herein is presented a suggested outline to be used in training of camp counselors and a similar outline for training persons preparing for administrative responsibilities in camps. The material grows out of first-hand experience of people now actually teaching such courses and others with long years of experience in the camping field. It has been tested in both classrooms and field laboratories.

Though the outlines make no pretense of being complete and though the committee asks for further suggestions for future revisions, still the work represents a big forward step in the professionalization of camp leadership.

Hugh W. Ransom, chairman of the Leadership Training Committee of ACA acted as chairman of the revision committee.

Camp Site Development

By Julian Salomon. Girl Scouts of the U. S. A., New York City, 1948. 105 pp., Cat. No. 20-526, \$4.00.

Excellent plans and descriptions for facilities needed in large and small camps are found here. The suggestions are intended primarily for Girl Scout camps but are applicable to other camps. General information on camp planning and suggestions, with ample drawings, for water supply, roads, electricity, sewage and waste disposal, administration buildings, dining lodge, kitchen, campers' living quarters, and aquatic facilities and equipment are given.

Camping on School Time

Compiled by Jerry Heyne. Available from Park and Playground Association, 613 Locust St., St. Louis 1, Mo. 1948. Mimeographed, 23 pp.

This is the report of St. Louis' first school camp, held May 3-9, 1948, under the direction of the Park and Playground Association. Fifty-four eighth-grade school children were taken to camp for

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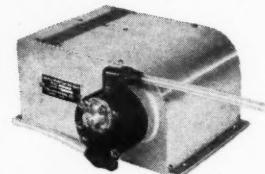
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one week. The report gives a description of the camp organization, program and finance, as well as recommendations for further steps in school camping.

Manual of Minimum Standards for Camps

Published by the Committee on Camp Standards of the Camp Section, Greater Boston Community Council, 261 Franklin St., Boston, Mass., 1948. 43 pp., \$1.25.

Designed especially for short-term organizational camps serving the Greater Boston area, this pithy manual defines the purpose and opportunity of such camps. Their relationship to the home and to the community, sites and facilities, administrative organization, business management, sanitation, safety, health, diet, personnel, and program all come under its survey. Anyone interested in desirable practices in camping will want to see this book.

Legal and Legislative Aspects of Camping.

By American Camping Association Workshop on Camping Legislation held at Pokagon State Park, Ind., October, 1948. American Camping Association, 343 S. Dearborn St., Chicago 4, 32 pp., \$.50.

This report was the work of four committees at the Pokagon workshop: one concerned with regulatory legislation, one with permissive legislation, one with general legislation, and one with implementing the findings of the workshop. The report should be of special value to camp directors as a guide to analyzing the legislation in their own particular states and to understanding the legal responsibilities of camp directors. Suggestions are given which ACA members concerned with ways of securing or blocking new legislation will find valuable.

The Book of Camping

By Robert Rubin. Association Press, New York City, 1949. 154 pp., \$2.00.

This new book is a welcome addition to the field of camp literature. Its major concern is that of the counselor and the camp program. The author has had many years of experience in organization camps and throughout the volume gives practical suggestions based on his own experiences. There are charts and forms relative to knowing your camper, village cleanup, mail charts, counselor application blanks and contracts, program assignments, food records, camper application cards, etc.

Chapter titles which give a fair summary of the contents, are: Organized Camping, The Counselor at Work, Training the Counselor, Developing the Program, Developing Appreciation of new Interests, High Points for the Camp Director, The Leader and Camper Rela-

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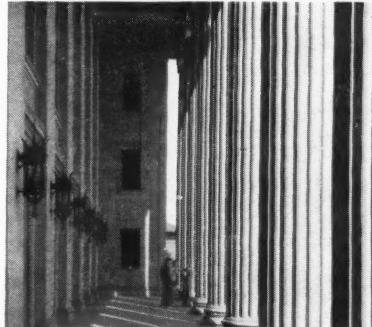
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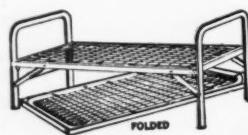
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tions, and Looking Ahead. The book should serve two functions: one, as a reference book for counselors and camp directors; and two, as a text for a general course in camp counseling.

Teaching Progressions for the Swimming Instructor

By Richard L. Brown. A. S. Barnes, New York City, 1948. 160 pp., \$3.00.

Addressed to the swimming instructor, this book gives in clear, concise fashion the objectives and methods of various swimming strokes. The teaching procedure is given in detail, with clever drawings to illustrate the text.

Common errors, factors to be stressed, and other teaching tips add to the usefulness of the book. Among other matters included are the qualifications of an instructor, class organization, safety in swimming, and water games and stunts.

Let's Whittle

By Leroy Pynn, Jr. The Manual Arts Press, Peoria, Ill., 1948. 128 pp., \$2.50.

Requiring a minimum of equipment and a maximum of creative effort, whittling is a perfect art for camps. Simply written and beautifully illustrated with 200 drawings and photographs, this book offers 28 projects in whittling. Most of the subjects are animals: camels, pelicans, dogs, roosters, elephants, horses, giraffes, and others. Beginners in whittling will appreciate the clear illustrated instructions in the use of the knife, the step-by-step information on cutting out the animals, and the suggestions for finishing. The only tools required are a sharp knife, a piece of wood, an oilstone, and a coping or band saw. The saw can be eliminated if desired.

Books Received

The Cat as a City Pet. By Mary T. Penshaw. American Society for the Prevention of Cruelty to Animals, 50 Madison Ave., New York 10, N. Y., 1948. 40 pp., \$2.25

Purchase, Care and Repair of Athletic Equipment. By Kenneth L. Meyer. Educational Publishers, Inc., St. Louis, 1948. 160 pp.

The Art of Chinese Paper Folding. By Maying Soong. Harcourt Brace and Co., New York, 1948. 132 pp.

Gem Cutting. By J. Daniel Willems. Manual Arts Press, Peoria, Ill., 1948. 224 pp.

Weaving You Can Do. By Edith Louise Allen. Manual Arts Press, Peoria, Ill., 1947. 118 pp.

All books reviewed in CAMPING MAGAZINE may be ordered direct from Howard P. Galloway, Publisher, Metuchen, N. J. Save time, trouble and money: send only one order and one check to one address; all books ordered will be shipped postpaid.

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KIT KRAFT, Camp Dept., 3203, W. Washington Blvd., Los Angeles 16, Calif. or phone REpublic 3-8221.

News Notes

Camp Week Posters, designed to help in publicizing the forthcoming "week" scheduled for March 20-26, are now available at cost from George F. Miller, 631 N. First Ave., Phoenix, Arizona. The posters are 14 x 22 inches in size, are printed in multi-colors, and stress the theme of this year's Camp Week — "Camping For Freedom." Cost of the posters is only 10c each; checks should be made payable to Public Relations Committee, A.C.A.

Described as ideal fire protection for structures in rural areas, the Porto-Pumper fire-fighting trailer has been announced by Porto-Pump, Inc., 227 Iron St., Detroit, Mich. A 200-gallon supply tank, pump, hose and other items are included in the trailer's equipment. It can also be used to pump from any stream, lake or other water source. When writing for further information, please mention CAMPING MAGAZINE.

The 1949 hotel show, officially designated the 34th National Hotel Exposition, has been scheduled for November 7-11 at Grand Central Palace, New York City. Past hotel shows have proved of real interest and value to camp owners and directors, as an opportunity to see the latest and best in food service and other equipment.

Outdoor Recreation is the theme of the annual recreation conference scheduled for March 17-19 by University of Massachusetts, Amherst, Mass. Nature education will have a prominent part in the conference; camping people interested in attending can contact Prof. Wm. G. Vinal at the university.

John Sexton & Co., manufacturing wholesale grocers, opened on February 1st a new sales and warehousing branch in Newton, Mass., near Boston, to better serve their steadily expanding New England business better. The building contains over 30,000 square feet and is the seventh plant the company has opened to keep its service at a high level in keeping with the acceptance the company's products enjoy.

Announcement has been received of the death of Mrs. Lee Herman, operator with her husband of Herman Youth Ranches in Colorado. Mrs. Herman was connected with camping for over 20 years, was an ACA member, and was known to many other camp directors, who will join in mourning her passing. Operation of the camps will be continued by Mr. Herman and their son Eric.

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CLASSIFIED ADVERTISEMENTS

Position Wanted

YOUNG WOMAN desires position teaching riding. Assistant in riding at Sweet Briar College. N.S.W.A. Rating. References. Anne Wheaton, Sweet Briar, Va.

CAMP DIRECTOR — 15 years' experience, childrens' and adult camps, could take complete charge or assistant. Recruitment, staff, purchasing food, dining room, kitchen, entire camp repairs, etc. Write Box 710, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

H E A D COUNSELOR, experienced; knowledge of all phases of camping; B.S. in physical education; Red Cross swimming and lifesaving instructor; now teaching physical education and science and coaching sports. I desire a position which may become permanent so that, coupled with my teaching and coaching, I may work with and for youngsters the year round. Write Box 709, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

CAMP DIRECTOR, experienced in girls' private camp desires position in girls' camp as director or assistant, waterfront head or trips man. Many years' experience in all foregoing capacities. Public school teacher 20 years with M. A. Scout Leader. Male. Water Safety Instructor. Prefer Northern Michigan camp but will consider others. Write Box 708, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

BOYS' COUNSELOR OR NATURE INSTRUCTOR position wanted in youth camp. Have Senior Red Cross Lifesaving,

know taxidermy, handicraft, marksmanship, fishing. Eagle Scout with silver palm; 17 years old; three years' experience. Excellent references. Write Paul Bradley, Columbus, Nebr.

CAMP DIRECTOR, PROGRAM DIRECTOR or Waterfront Director position wanted. Available for summer, 1949. Wide experience and references. Age 27, married, two sons. Family accommodations necessary. Present occupation Director of Aquatics, Intramurals, and Student Activities at Detroit Institute of Technology. Write David B. Williams, Detroit Institute of Technology, 2020 Witherell St., Detroit 26, Mich.

CAMP DIRECTOR AVAILABLE, 29, veteran of R.C.A.F. Experienced in program, waterfront and administration of agency and semi-private boys' camps. At present in Graduate School, McGill University. Willing to travel. Previous YMCA, private school and boys' training Institution experience. On hand June 29th till October 1st. Write Box 699, CAMPING MAGAZINE, 181 Chestnut Avenue, Metuchen, N. J.

COLLEGE GIRL wants waterfront position doing either swimming or boating in camp located in New England area or western U.S. Experience: two years' on waterfront of established Girl Scout camps, and attendance of Red Cross Small Craft School. Reply, Miss Anne B. Phillips, 12 Elmwood Ave., La Grange, Ill.

EXPERIENCED CAMP MAN — waterfront, nature crafts, campcraft, in fact most camp work. 13 summers' camp experience. Excellent references. 17 years' as scout and leader. Education student at present. Wish more rounded camp experience is reason for change. Please give particulars. Write Mr. Francis Logan, 2010 M'Haha Ave., Minneapolis 4, Minn.

MATURE WOMAN would like position as camp mother and dietitian in summer camp. Have had 24 years' experience in that capacity and as assistant to director. Write Box 713, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

SAILING, NAVIGATION, ROWING program director desires association with a boys' nautical camp. Age, 39; with 20 years' salt and fresh water experience with boys. Navigation officer during World War II. Write Box 716 CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

INDIAN — WOODCRAFT PROGRAM DIRECTOR desires association with a boys' camp in which the Indian-Woodcraft type program is a priority. Age 39, with 25 years' camp background. Write Box 717, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

Help Wanted

CAMP DIRECTOR and Girl Scout professional worker. Three months at camp,

remainder of year on staff of Girl Scout metropolitan council. Experience as camp staff member required. Excellent position for right person. In reply, please give qualifications and references. Write Girl Scouts of Milwaukee County, 625 N. Milwaukee St., Milwaukee 2, Wis.

DIRECTOR - PROMOTER PARTNER. Beautiful Wyoming camp, fully equipped for 20 or more campers, with horse for each. Pack horse trips. Permanent buildings. Write V Lazy Ranch, Box 116, Story, Wyo.

WANTED FOR GIRLS' CAMP in Maine — counselors 21 or over for following activities — Arts and Crafts, Drama, Music, Sailing. Apply Apartment 1602, 2 East 86 Street, New York 28.

GIRLS' CAMP in Maine wishes Counselors, Physical Education graduates; experienced as teachers and counselors for following openings: Waterfront Director, Landsports Director. Apply Apartment 1602, 2 East 86 Street, New York 28.

HEAD COUNSELOR, graduate school of physical education with both teaching and camp experience, for girls' camp in Maine. Write Box 706, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

COUNSELORS REQUIRED for a co-educational children's camp in Northern Ontario. Apply Camp Wabi-Kon, 170 Bloor Street, West, Toronto, Ontario, Canada.

For Sale

EXCEPTIONAL — 30 acres — 1300 foot elevation, Sparta Mts., Sussex, N. J. Nice terrain, brook — timberland, crystal clear pond, sandy beach, swimming dock, all ingredients for ideal camp. Write H. H. Vanderberg, P. O. Box 114, Passaic, N. J.

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SUMMER CAMP on beautiful, secluded lake in southern New Hampshire; fully equipped for 40 campers; within tripping distance of both the seashore and White Mountains; still in operation with an excellent reputation and following. Write C. H. Hubbard, 7619 Waverly St., Pittsburgh 21, Pa.

CAMP FOR SALE. Northern Wisconsin. Capacity 30 boys, girls, or adults. Room for expansion. Modern lodge and three sleeping cabins. Sand beach, ball diamond, boats, canoes, kitchen equipment, archery and riflery equipment, tools. Income supplemented by hunters and skiers. Fifteen acres. Price \$22,000.

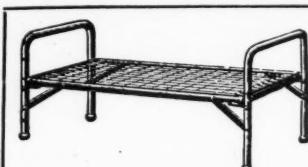
Write Box 718, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

Course Available

SIX DAY BASIC SAILING COURSE, camp for counselors, teacher training in sailing; June 15 to 23, 1949, Green Lake, Wis. Enrollments to May 1st, For information address Frances H. Thomas, Box 366, Lockhart, Texas.

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